



Call for Applications Year 2000 American Memory Fellows Institute Library of Congress

American Memory Fellows Program

The American Memory Fellows Program is an exciting opportunity for outstanding teachers, librarians, and media specialists to work with the Library of Congress in better understanding how primary sources can enrich grades 4-12 curricula. This is a year-long professional development opportunity, the cornerstone of which is the summer institute, held each year in Washington, DC, at the Library of Congress.

The American Memory Fellows Institute

The American Memory Fellows Institute sponsors 24 two-person teams of exemplary grade 4-12 educators to come to Washington, DC for a summer institute. During the 6-day institute, fellows will work with Library of Congress staff and consultants, examine both actual and virtual primary source artifacts & photographs, maps, graphic arts, video, documents, and texts- and develop sample teaching materials that draw upon the Library of Congress on-line materials. In the course of the year that follows, these teacher-created materials are 'road-tested' in Fellows' classrooms, then edited for presentation on the Library of Congress Learning Page at <http://learning.loc.gov/learn/>.

The Fellowship Year

Following the Institute, Fellows continue to develop, refine, and test their teaching materials with other colleagues and students. Fellows participate in on-line discussion groups throughout the school year as this process evolves. American Memory Fellows, as mentors to their professions, are also asked to share their knowledge with other colleagues throughout the nation at workshops and seminars, or through the written word.

Selection Criteria:

The Library is seeking applications from 2-member teams of humanities teachers, librarians, and media specialists who:

- Have frequent access to and a high level of comfort using the World Wide Web, e-mail and other technologies;
- Have experience using primary sources to motivate students, promote critical thinking, and help students connect history to their own lives;
- Are active leaders in their fields, and/or have the ability to disseminate their expertise to teachers and/or librarians in their community and region;
- Work with student populations that are diverse (e.g. by region, income, race and ethnicity, language, disability, etc.).

In particular, the Library is seeking partnerships with educators who bring a wide range of perspectives to the *American Memory* collections based on their diverse regional, ethnic, cultural, socio-economic, and educational backgrounds and experiences.

The 2000 American Memory Institute

The 2000 American Memory Fellows Institute will be offered this summer in two sessions:

July 16-21, 2000 and **July 23-28, 2000**

Each session will accommodate 12 teams of 24 fellows. You may not attend both sessions; however, to be eligible to apply, you must be *available* for both sessions. Applications must be postmarked by **February 28, 2000**. (No e-mail, fax or disk-based applications, please.) Notification letters to all applicants will be mailed the week of April 24, 2000.

To apply, complete the enclosed application. The application can also be found online at <http://learning.loc.gov/learn.amfp/apply.html>. You may make copies of the application for interested colleagues.



American Memory Fellows Program APPLICATION FORM AND GUIDELINES

Application must be postmarked by February 28, 2000

INTRODUCTION

The Library of Congress' National Digital Library is sponsoring the fourth **American Memory Fellows Institute** to help teachers and library media specialists make powerful educational use of the *American Memory* collections.

The *American Memory* collections are digitized primary source documents in American history and culture now available on the World Wide Web at <http://memory.loc.gov/>. Collections now on-line include:

- ❖ BROADSIDES FROM THE REVOLUTIONARY ERA
- ❖ MATTHEW BRADY'S CIVIL WAR
- ❖ SOUND RECORDINGS OF FOLK SONGS AND SPEECHES
- ❖ AFRICAN AMERICAN PAMPHLETS FROM THE TURN OF THE CENTURY
- ❖ EARLY FILMS AND PHOTOGRAPHS OF URBAN AMERICA
- ❖ ORAL HISTORIES FROM THE DEPRESSION ERA
- ❖ PANORAMIC MAPS

These rich primary resources offer great potential for strengthening humanities instruction, by helping students actively engage in the study of history, develop critical thinking skills, and connect history to their own lives.

The American Memory Fellows Program gathers teams of humanities teachers and library/media specialists from across the country to learn about these unique resources and to create exemplary teaching units that can be shared with other educators. Fellows will enjoy a lively professional development experience with outstanding

colleagues and will shape the way the Library's unique primary source collections are used in schools across the country.

American Memory Fellows Will

- ❖ Spend a week in Washington, DC at the Library of Congress, learning about *American Memory* collections;
- ❖ Learn pedagogical strategies for integrating web-based archival material into classroom teaching and learning;
- ❖ Work with colleagues to create, 'road test,' and publish an on-line lesson plan based on primary documents from the American Memory collections;
- ❖ Learn from Library staff and scholars about the historical and cultural issues surrounding the primary source collections.

American Memory Fellows Are Required To

- ❖ Form a 2-person team with a humanities teacher or library/media specialist, and define a **shared** teaching objective in American history, language arts or social studies;
- ❖ Participate in all phases of the American Memory Fellows Program:
 - 1) *On-line Orientation Seminar* (June 19 – July 14, 2000)
 - 2) *Institute* (6-day summer institute in Washington DC in one of two sections, July 16-21, 2000 or July 23-28, 2000)
 - 3) *Post-Institute On-line Discussions and classroom field tests* (August 2000 - June 2001)
- ❖ Create, test and revise a lesson plan based on the collections to be used with students in the 2000-2001 academic year;
- ❖ Disseminate their expertise with the *American Memory* materials in one or more professional forums during the fall of 2000 or the spring or summer of 2001.

American Memory Fellows Will Receive

- ❖ Transportation to Washington, DC, and a stipend of \$1000 to cover lodging and evening meals, with the remainder as an honorarium;
- ❖ Professional development in the use of web-based archival resources and the creation of model teaching materials;
- ❖ Opportunities to publish their high-quality work online, possibly as part of the *American Memory Learning Page* at <http://learning.loc.gov/learn/>.

SELECTION CRITERIA

Mandatory Requirements

1. A team of two colleagues must be proposed. One of the team members *must* be:

- a current or former grade 4-12 humanities* teacher with ability to field test the team's teaching unit in a humanities* classroom or library during the 2000-01 school year;

-- OR --

- a school library-media specialist with ability to field test the team's teaching unit in a humanities* classroom or library during the 2000-01 school year;.

(*Humanities includes primarily history, social studies and language arts.)

2. Both applicants **must** have their own e-mail accounts, and **reliable, daily access to the World Wide Web**, for a minimum total of 4-6 hours a week.
3. The application must be complete and postmarked by **February 28, 2000**.

An independent review panel will read and evaluate all applications meeting the mandatory requirements. The panel includes a K-12 teacher and historian, a librarian, and a curriculum and technology specialist. Applications will be evaluated on the strength of both individual and team sections. Notification letters will be mailed to all applicants during the week of **April 24, 2000**.

Additional requirements

Team Members Should Demonstrate:

- Familiarity with teaching approaches that accord with recent standards in history, social studies, language arts and the library-media sciences; and in particular, with strategies for using primary materials to engage students in the past, help them build their own knowledge of the humanities, critically evaluate sources, connect history to their own lives, and share their understanding with others.
- Significant involvement in professional activities (workshops, conferences, meetings, publications) as leaders who have impact on colleagues and the field, and who will be able to disseminate their work as American Memory Fellows.

- Familiarity with a variety of educational technology applications that may include communications software, simulations, and databases
- Familiarity with and comfort using the Internet and email in their professional work.
- A history of prior collaboration in developing curriculum.

Further Guidelines

Selecting a Partner -- The Team Concept

Helping students use on-line historical archives for learning requires knowledge of curriculum and of students, experience with new technologies, strategies for searching large databases, and skill guiding students to evaluate and understand primary materials. Because these are challenging tasks, the fellowship program is conceived as a year-long learning process in which partners collaborate with one another to design and implement new teaching approaches and learn from students what works best.

In forming a team consider the following:

- One of the team members must be a current grade 4-12 humanities teacher or a current grade 4-12 library-media specialist.
- Both members must devote significant time during the school year to team planning, using the American Memory collections with students, and revising their lesson plan.
- The Library strongly encourages partnerships between teachers and library-media specialists. Other teams may also include curriculum coordinators, media and technology specialists, or curriculum developers. It is critical that team members bring a track record of working together and a realistic commitment to collaborative work during the school year.
- Teams need not be based in a single school, though it is strongly recommended.
- Teams should offer diverse perspectives on the American Memory collections, based on members' educational and professional experiences, as well as their regional, ethnic, cultural, or linguistic backgrounds. Helping students use online historical archives for learning requires knowledge of curriculum and of students, experience with new technologies, strategies for searching large databases and skill guiding students to evaluate and understand primary materials.

Teaching Approaches

Primary sources do not tell the story of history by themselves. They require active reading, questioning and further research on the part of students. As part of the application, teams must submit their idea for a lesson plan using primary sources of American Memory. Team members' proposed lesson plans should indicate familiarity with teaching strategies that encourage students to read critically, pose their own

questions, locate and interpret a variety of source materials, discuss and debate issues, engage in analytical and imaginative writing, and work collaboratively with peers. Descriptions of proposed lesson plans should also indicate familiarity with and plausible connection to the American Memory collections now online at <http://memory.loc.gov/>.

Technology Access And Use

Significant work in the Fellows Program will take place online, both before and after the 6-day meeting in Washington. Therefore, daily access to your own email account and to the World Wide Web is a ***strict requirement*** for participation. Fellows should expect to spend a minimum of 4 to 6 hours per week online.

INQUIRIES

Inquiries about the Fellows Program or the Application Process:

Stephanie Ruvinsky, National Digital Library Program
(202) 707-3141
sruv@lov.gov

Inquiries about the *American Memory* Collections:

National Digital Library On-line Reference Librarian
ndlpedu@loc.gov

SUBMITTING YOUR APPLICATION

Please send **4 copies** of your completed application by **February 28, 2000** to:

<p>THE LIBRARY OF CONGRESS National Digital Library 101 Independence Avenue, S.E. Washington, DC 20540-1320</p>

***** E-mail, fax or disk-based applications will not be accepted *****
No additional materials or resumes will be considered.



LOC use only

**American Memory Fellows Program
APPLICATION COVER SHEET & CHECKLIST**
Please Type or Print Legibly

Applicant A Contact Information	Applicant B Contact Information
Name: _____	Name: _____
Title: _____	Title: _____
Institution: _____	Institution: _____
Address: _____	Address: _____
Home Address: _____	Home Address: _____
Phone: (h) _____	Phone: (h) _____
(w) _____	(w) _____
E-Mail: _____	E-Mail: _____
SS# _____ (for compensation purposes)	SS# _____ (for compensation purposes)

Does your application include 4 copies of the following? *(Please Check)*

<input type="checkbox"/>	APPLICATION COVER SHEET & CHECKLIST
<input type="checkbox"/>	APPLICANT A BACKGROUND INFORMATION
<input type="checkbox"/>	APPLICANT B BACKGROUND INFORMATION
<input type="checkbox"/>	PROPOSED TEAM PROJECT, COMPLETED BY BOTH APPLICANTS
<input type="checkbox"/>	INDIVIDUAL WRITTEN COMPONENT & CHECKLIST SHEET-APPLICANT A
<input type="checkbox"/>	INDIVIDUAL WRITTEN COMPONENT & CHECKLIST SHEET-APPLICANT B
<input type="checkbox"/>	POSTMARKED BY FEBRUARY 28, 2000

American Memory Fellows Program
APPLICANT A BACKGROUND INFORMATION

Name: _____

Information About You

Please indicate whether you are a:

☐ 4-12 humanities teacher

Grade level(s): _____ Subject(s): _____

☐ School library/media specialist

Grade levels served: _____

☐ Other (please specify): _____

Years of experience as an educator: _____

Ethnic/Racial Background Information (Optional):

Check one of the following:

☐ American Indian or Alaska Native

☐ Native Hawaiian or
Other Pacific Islander

☐ Asian

☐ White

☐ Black or African American

☐ Other _____

☐ Hispanic or Latino

Information About Your School (Obtain from principal if necessary)

School Type:

☐ Private

School enrollment:

☐ Parochial

☐ Less than 300

☐ Public

☐ 300 - 499

☐ 500 - 999

☐ 1,000 or more

Percent of Students Receiving

Free/Reduced Price Lunch

☐ Less than 5

Metropolitan Status:

☐ 5 - 19

☐ Urban

☐ 20 - 49

☐ Suburb

☐ 50 or more

☐ Town

☐ Rural

Estimate Percent Enrollment of Each Racial/Ethnic Group:

___ American Indian or Alaska Native

___ Native Hawaiian or other Pacific Islander

___ Asian

___ White

___ Black or African American

___ Other _____

___ Hispanic or Latino

American Memory Fellows Program
APPLICANT B BACKGROUND INFORMATION

Name: _____

Information About You

Please indicate whether you are a:

☐ 4-12 humanities teacher

Grade level(s): _____ Subject(s): _____

☐ School library/media specialist

Grade levels served: _____

☐ Other (please specify): _____

Years of experience as an educator: _____

Ethnic/Racial Background Information (Optional):

Check one of the following:

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latino

☐ Native Hawaiian or
Other Pacific Islander

☐ White

☐ Other _____

Information About Your School (Obtain from principal if necessary)

School Type:

☐ Private

☐ Parochial

☐ Public

School enrollment:

☐ Less than 300

☐ 300 - 499

☐ 500 - 999

☐ 1,000 or more

**Percent of Students Receiving
Free/Reduced Price Lunch**

☐ Less than 5

☐ 5 - 19

☐ 20 - 49

☐ 50 or more

Metropolitan Status:

☐ Urban

☐ Suburb

☐ Town

☐ Rural

Estimate Percent Enrollment of Each Racial/Ethnic Group:

___ American Indian or Alaska Native

___ Asian

___ Black or African American

___ Hispanic or Latino

___ Native Hawaiian or other Pacific Islander

___ White

___ Other _____

Guidelines for Written Components

II. PROPOSED TEAM WORK PLAN

This section should be completed jointly by both team members.

- Write "Team Work Plan" and your names and titles at the top of a separate sheet of paper.
- Clearly number and name each item as it appears below.
- Please limit your response to each item to 500 words or less.

1. Lesson Plan

Describe the lesson plan you will develop together around primary sources from the American Memory collections. The description should reflect ideas and input from both team members, and members must be able to field-test the unit with students during the 2000-2001 school year. The lesson may consist of a concept or topic of study that can be completed in one or several class meetings or a unit of several smaller lessons each contributing to the larger concept under study. Lesson ideas should be plausibly related to the nature and contents of one or more American Memory collections.

Applicants should review the collections now on-line at <http://memory.loc.gov>.

Questions to consider include:

- What will the curriculum context be?
- What are your goals for students?
- What specific American Memory collections will you (and students) use and how?
- What other materials are necessary?
- How will you prepare students to work with primary resources?

2. Collaboration

Based upon your answer to question #1, how will you – as a team – accomplish this work specifically? How will your prior collaboration assist this process? What obstacles to collaboration might you face and how will you address them?

III. INDIVIDUAL WRITTEN COMPONENTS

This section should be completed separately by each team member.

- Write your name and title at the top of a separate sheet of paper.
- Clearly number and name each item as it appears below.
- Please limit your response to each item to 200 words or less.

1. A Favorite Student Project

Please describe a student activity in the humanities that you have designed and are proud of, one in which primary materials and/or new technologies play a key role. Indicate your goals, the materials you used, the teaching and learning methods you employed, and what you learned from students' responses.

2. Dissemination

Please describe any significant professional outreach you have done in the *past two years*. Do not simply list your professional affiliations or the conferences you attended. Explain how you strive to influence colleagues through workshops, list-servs, presentations or publications.

Also describe three ways you will disseminate your American Memory work to colleagues. Be realistic, and as specific as possible about the audience and timeframe (e.g., workshops for district curriculum coordinators in fall 2000 and spring 2001; or presentation on project work at the NCSS conference in San Antonio, TX in fall 2000).

American Memory Fellows Program

APPLICANT A CHECKLIST SHEET

Name: _____

Technology Access & Use

Access to e-mail: _____ school _____ home

Access to WWW: _____ school _____ home

Please check the box that corresponds with your level of proficiency using technology tools in the ways listed below:

	<u>Novice</u>	<u>Proficient</u>	<u>Advanced</u>
Using email, list-servs to collaborate with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating educational resources on the World Wide Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating web resources and other computer tools into your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating web pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating multimedia documents or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students to create web pages or multimedia documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Prior Collaboration

Please use the boxes below to describe how you and your team partner have collaborated.

	<u>Never</u>	<u>Have done</u>	<u>Routinely done</u>
Planning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative materials development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team dissemination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

American Memory Fellows Program APPLICANT B CHECKLIST SHEET

Name: _____

Technology Access & Use

Access to e-mail: _____ school _____ home

Access to WWW: _____ school _____ home

Please check the box that corresponds with your level of proficiency using technology tools in the ways listed below:

	<u>Novice</u>	<u>Proficient</u>	<u>Advanced</u>
Using email, list-servs to collaborate with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating educational resources on the World Wide Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating web resources and other computer tools into your teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating web pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating multimedia documents or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students to create web pages or multimedia documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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